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ABSTRACT

This paper evaluates the superintendent selection processes in over 500 local school districts in New York State. A survey of practicing superintendents, identified the following processes that school districts use to recruit their superintendents: board of education review only; assistance of university placement services; involvement of district superintendents; use of private consultants; and other approaches. Data produced by the study compared the types of districts, the components of the selection process, approaches of successful candidates to selection process, selection processes preferred by successful candidates, and the characteristics of successful candidates. The result of the study identified similarities and differences among these approaches. Twelve data tables are appended. (6 references) (SI)

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A COMPARISON OF PROCESSES USED IN THE SELECTION OF SUPERINTENDENTS OF SCHOOLS IN NEW YORK STATE

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Introduction

As the 1980s draw to a close, the position of superintendent of schools has become an essential component of American education. As the individuals responsible for local school districts, superintendents hold collective responsibility for most of our nation's schools.

Despite the importance of the position of superintendent of schools, relatively little is known about the processes by which these individuals are selected. In recruiting these executives, school districts have employed a number of different mechanisms.

Traditionally, local boards of education selected superintendents of schools without outside assistance. Using experience gained in their professions and elsewhere, citizen board members assembled job descriptions, solicited applications, interviewed candidates, and selected new executives.[1]

In recent years, however, recruitment consultants have become active in the selection of superintendents of schools. The earliest such consultants were university professors. These individuals were often preferred because they had wide knowledge of educational administration and because they had no direct interest in the outcome of the selection process. In some areas of the nation, intermediate school district superintendents, appointed by state governments, have also become involved in the recruitment of executives for local districts. This involvement has been criticized because it may represent a challenge to local control of education. Specialized, private consulting firms have also emerged to assist boards of education in the selection of superintendents. The services furnished by these firms have frequently been similar to those provided to private sector businesses that are seeking chief executive officers.[2]

Unfortunately, little research has been developed concerning the selection of superintendents of schools and the various mechanisms employed in this process. Most available literature indicates that local boards of education have often failed to carry out this activity in a systematic, effective manner.[3] Published articles often consist of "how to" directions for boards of education that must address vacancies in the superintendent's office.[4] One of the largest available surveys, conducted in Ohio during the 1986-1987 school year, included data from 72 school districts. Results of this study

indicated that fewer than half of the responding districts conducted statewide or national superintendent searches. The average number of candidates interviewed was six. Responding districts indicated that the characteristics of prospective superintendents that were valued most highly included public relations skills, communication skills, and experience in personnel management.[5] Another study collected data from 59 local school districts in Missouri that selected superintendents during the 1984-1985 academic year. Like the Ohio research, this effort emphasized the importance of communication skills as a criterion for successful candidates.[6] Neither of these studies identified nor evaluated the type of process used by districts in their recruitment activities.

This study evaluated superintendent selection processes in over 500 local school districts in New York State. Through a survey of practicing superintendents, it identified groups of school districts which recruited their superintendents through board of education review only, through the assistance of university placement services, through the involvement of district superintendents, through the use of private consultants, and through other approaches. Data produced by the study compared the types of districts, the structures, and the characteristics of successful candidates associated with the use of these recruitment mechanisms. The results of the study identified similarities and differences among these approaches.

Method

This study concerned specific aspects of the selection of school superintendents in New York State. It focused on comparison of the following types of recruitment processes:

1. Selection by Board of Education Review only;
2. Selection involving University Placement Service;
3. Selection involving District Superintendent;
4. Selection involving Private Consultant;
5. Selection involving Other Mechanisms.

These processes were compared through evaluation of a number of variables identified in the experience of school districts and in the available literature. A list of these variables follows.

A. Types of School Districts Implementing Selection Processes

(Enrollment, Independent or Dependent Status)

B. Components of Selection Processes

(Number of Candidates, Number of Candidates Interviewed, Number of Rounds of Interviews Conducted, Length of Interview Process)

C. Approaches of Successful Candidates to Selection Processes

(Greatest Sources of Help in Obtaining Position, Most Significant Obstacles in Obtaining Position)

D. Characteristics of Superintendents Recruited Through Selection Processes

(Age, Sex, Highest Academic Degree, Experience in Education and Superintendency, Reasons for Becoming a Superintendent, Future Plans)

E. Selection Processes Preferred by Successful Candidates

A survey form addressing these variables was developed for completion by practicing superintendents of schools. Through this approach, the responses of successful candidates for positions, and the outcomes of selection processes, were sampled. It was not possible to identify or sample the responses of unsuccessful candidates for positions.

The survey forms were mailed to superintendents of schools in 661 local school districts in New York State during February 1988. They were sent to all public school districts in the State except those districts located in the five boroughs of New York City and Board of Cooperative Educational Services (BOCES) districts, regional, intermediate units operated by the State Education Department. A total of 514 responses to the survey, or 77.8 percent of the total, were received.

Analysis of the data focused on the comparison of the five types of selection processes according to the variables previously identified. For variables that could be quantified, such as age and number of years of experience, the comparisons were carried out through the use of medians and means. For variables that could not be quantified, such as highest academic degrees of successful candidates and greatest sources of assistance in obtaining positions, comparisons were accomplished through percentage distributions.

Results

The initial component of the analysis focused on the types of school districts implementing the various recruitment mechanisms. Relevant data are summarized in Tables 1 and 2 at the conclusion of the narrative.

The data in Table 1 demonstrate that superintendents of schools in a total of 506 local districts provided information concerning the type of selection process employed in their recruitment. Of this number, the largest proportion of districts, 38.9 percent, used procedures involving district superintendents, while 22.7 percent employed board of education review only, 20.9 percent received assistance from private consultants, 3.8 percent worked with university placement services, and 13.6 percent used other mechanisms. Most of the other mechanisms identified consisted of combinations of different types of recruitment consultants. These data demonstrate that local school districts in New York State are using a variety of different approaches to the selection of school superintendents.

The data in Table 2 provided additional perspectives concerning the characteristics of responding school districts that employed different processes for superintendent selection. This information compared approaches used in New York State by independent districts, whose boards of education may select superintendents without outside review, and dependent districts, whose boards may select local superintendents subject to the approval of the area's district superintendent. The data in Table 2 demonstrate the impact of this classification. A substantial majority of the districts that selected superintendent by board of education review only, through use of a university placement service, and by use of private consultants, were independent districts. Most (157) of the 194 responding districts that recruited local superintendents through the involvement of the district superintendent were dependent districts. Districts using other approaches, not identified on the survey form, were evenly distributed between independent and dependent status.

The information in Tables 1 and 2 indicate that larger, independent school systems in New York State employed university or private consultants in the selection of their school executives, while smaller, dependent districts used district superintendents. The data also suggest that, given the opportunity, boards of education tend to employ a variety of approaches in their recruitment efforts.

The second component of the analysis focused on comparison of specific components of the different types of superintendent selection processes carried out by school districts in New York State. Relevant data are summarized in Table 3 at the conclusion of the narrative.

The data in Table 3 identified few notable variations in the components of the different methods of superintendent selection. School districts that employed university placement services and private consultants had larger numbers of candidates than those which used district superintendents, board of education review only, and other mechanisms. Responding districts using most of the recruitment mechanisms interviewed 6-7 candidates for their executive positions. School systems using all of the approaches conducted 2-3 rounds of interviews and interview processes of 2-3 months. This information indicates that, although recruitment processes which involved university placement services and private consultants (frequently those with higher enrollments) included larger numbers of candidates than those which used board of education review only and district superintendents, most other aspects of these processes were similar.

The third component of the analysis focused on comparison of approaches employed by successful candidates in the different types of superintendent selection processes implemented by school districts in New York State. Relevant data are summarized in Tables 4 and 5 at the conclusion of the narrative.

The data in Table 4 demonstrated that the greatest sources of help in obtaining school superintendencies were determined, to a large extent, by the type of selection process employed. Approximately one third of individuals selected through board of education review only cited the school board which hired them as the greatest source of assistance, although professional colleagues were also identified as a major source of help by this group. Over one half of superintendents selected through the use of university placement services cited these services as major sources of assistance in their job searches. Similarly, over 50 percent of individuals recruited through the involvement of district superintendents identified these officials as their major source of help in the process. Superintendents selected through the use of private consultants identified a number of major sources of assistance

including private (other) consultants, university consultants, professional colleagues, and board of education members. Superintendents recruited through other types of mechanisms identified district superintendents and members of boards of education as their major sources of help in job placement.

The information in Table 5 demonstrated that obstacles to obtaining present positions did not vary substantially among individuals selected through different recruitment processes. Other educational administrators and members of boards of education were the obstacles cited most frequently by superintendents who responded to the survey. Other administrators were most often obstacles for superintendents selected through the use of university placement services, the involvement of district superintendents, and board of education review only. Board of Education members were most often obstacles for superintendents selected through the use of private consultants and through other mechanisms.

The fourth component of the analysis focused on characteristics of superintendents selected through different types of recruitment processes. Relevant data are summarized in Tables 6-11 at the conclusion of the narrative.

The data in Table 6 summarize the distribution of age levels of successful candidates for school superintendencies selected through the different processes. Although these distributions did not vary substantially, the use of private consultants and selection by board of education review produced a higher proportion of current superintendents aged greater than 50 years (45 percent) than did the other processes. At the same time, the selection of current executives through the involvement of district superintendents produced a higher proportion of superintendents aged 50 years or less (76 percent) than did the other recruitment mechanisms.

The data in Table 7 identify the distribution of superintendents selected through different recruitment processes by sex. This information demonstrates that the largest proportion of female superintendents (7.60 percent) were recruited through the involvement of district superintendents. The importance of these differences are questionable, however, since a total of only 26 responses to the survey were received from female school executives.

The information in Table 8 identifies the distribution of superintendents of schools selected through the different recruitment processes according to highest academic degree. These data demonstrate that the largest proportions of school executives with doctorates (either Ed.D.'s or Ph.D.'s), approximately 68 percent, were selected through the use of university placement services and private consultants. The data also indicate that the highest proportions of superintendents who had not attained doctorates, 45-50 percent, were recruited through board of education review only and through the use of district superintendents. School executives selected through the use of university placement services and private consultants also tended to have earned their highest academic degrees earlier than did those selected by board of education review only and the use of district superintendents.

The information in Table 9 summarizes the professional educational experience of superintendents selected through the different types of recruitment processes. This information demonstrates that experience levels varied considerably among these processes. Median and mean years of total experience in professional education were highest for superintendents selected through board of education review only and the use of private consultants and lowest for those selected through the involvement of district superintendents. Median and mean years of experience in superintendency were highest for superintendents recruited through the use of university placement services and private consultants and lowest for those selected through the involvement of district superintendents. Median and mean years of experience in current superintendencies were highest for individuals recruited through board of education review only and the use of university placement services and lowest for those selected through the involvement of district superintendents. It was notable that selection processes involving district superintendents consistently resulted in the recruitment of superintendents with lower amounts of experience.

The information in Table 10 summarizes the reasons for becoming superintendent of schools identified by individuals selected through the different recruitment mechanisms. The data did not identify major differences among the reasons for becoming superintendent of schools selected through the different processes. The opportunity to exercise a leadership role was cited as a

reason for becoming superintendent by almost all individuals recruited through the different recruitment approaches. Dedication to education, interest in management, and the opportunity to work with people were also identified by a majority of respondents as reasons for becoming school executives selected through the different mechanism. Salary considerations were identified as job incentives by about half of the individuals recruited through the various approaches. Fringe benefits were not a major consideration for individuals recruited through any of the five mechanisms.

The data in Table 11 summarize the future plans identified by superintendents selected through the five different processes. These data indicated that interest in job changes was highest among school executives selected through the use of university placement services and other mechanisms and lowest among those recruited by board of education review only and the use of private consultants. The data also demonstrated that consideration of retirement was most prevalent among superintendents selected through board of education review only and least prevalent among those recruited through the use of district superintendents and university placement services.

The fifth component of the analysis focused on the types of selection processes preferred by successful candidates for school superintendencies. Relevant data are summarized in Table 12 at the conclusion of the narrative.

The information in Table 12 demonstrated that successful candidates for superintendencies generally preferred the type of process which resulted in their selection. Thus, recruitment by board of education review only was preferred by over 40 percent of the individuals selected through this approach, selection through the use of university placement services was favored by over 30 percent of those recruited through this process, and selection using district superintendents was preferred by over 50 percent of those recruited in this manner. The use of private consultants was favored by 50 percent of school executives selected through this approach, and other mechanisms were preferred by almost half of those recruited through this method. Perhaps, the most interesting aspect of these results was the fact that these percentages were so low, given the fact that the respondents, at least in part, owed their current positions to the respective approaches. It was notable that no more than 56 percent of any group of superintendents

preferred the method by which they were selected. Many of the respondents indicated that they favored specific, alternative methods and a number of them indicated that any of a number of "other" approaches should be used. This pattern of responses suggested that, while each mechanism for the selection of superintendents has its supporters, there is also considerable dissatisfaction with these approaches among school executives.

Conclusions

This study evaluated and compared processes for the selection of superintendents of schools in over 500 local school districts in New York State. It focused on selection of superintendents through review by boards of education only, through the use of university placement services, through the involvement of district superintendents, through the use of private consultants, and through other mechanisms.

The results of the study compared the five recruitment approaches according to a number of variables. They demonstrated that larger, independent districts tended to use university placement services and private consultants, while smaller, dependent districts used district superintendents in recruitment. They indicated that components of recruitment processes did not differ substantially among the five mechanisms, although those which used university placement services and private consultants tended to evaluate larger numbers of candidates. The study data suggested the successful candidates received the most assistance from boards of education or consultants that guided their selection process and that obstacles encountered in the five recruitment approaches were similar. The results of the study identified a number of differences among candidates selected through the different approaches. Superintendents recruited through the use of university placement services and private consultants tended to be older, have more academic training, and more professional experience than those recruited through the other mechanisms. By contrast, superintendents recruited through the involvement of district superintendents were younger, had less academic training, and fewer years of professional experience than those selected through the other methods. Respondents generally preferred the approach by which they were selected, although considerable dissatisfaction with all of the existing recruitment mechanisms was evident.

The differences among the various mechanisms for the selection of superintendents of schools that were identified in this analysis do not lend themselves to easy explanation. It is possible to view the differences between selection by university and private consultants, on one hand, and district superintendents, on the other, as resulting from the size of districts, rather than the mechanisms employed in recruitment. Thus, larger, independent districts used university placement services and private consultants, evaluated larger numbers of candidates, and selected older, better trained, and more experienced superintendents than smaller, dependent districts that used district superintendents in recruitment.

The problem with this type of analysis is that it cannot adjust for the impact of one major variable, the fact that all successful candidates for superintendencies in dependent districts must be approved by district superintendents. The study data demonstrated that independent districts in New York State use a variety of different recruitment processes to select their superintendents of schools. Dependent districts are not able to exercise this option. Because of this, it is impossible to determine whether the differences in recruitment processes identified in this analysis were produced by a variety of factors, or by State Law.

All of this information underlines the fact that this analysis constitutes an initial effort to collect data concerning the selection of superintendents of schools. Follow up efforts should be developed to produce additional information concerning this important subject.

Reference Notes

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5. Paul Alkire, "Superintendent Selection Practices in Ohio: A survey of School Boards," ERS Spectrum 6 (2) (Spring 1988): 35-40.

6. Robert E. Anderson and Jean S. Lavid, "Factors School Boards Use When Selecting a Superintendent," ERS Spectrum 3 (3) (Summer 1985): 21-24.

Table 1

SURVEY OF SELECTION OF SUPERINTENDENT OF SCHOOLS
IN NEW YORK STATE
ENROLLMENT OF SCHOOL DISTRICTS OF SUCCESSFUL CANDIDATES
SELECTED BY DIFFERENT PROCEDURES
1988

	Selection Process Used by District				
	Board Review Only	Use of University Placement Service	Use of District Supt.	Use of Private Consultant	Other
Number of Responses	115	19	197	106	69
Median	1,685.00	2,635.00	1,040.00	2,714.50	1,200.00
Mean	2,418.91	3,353.26	1,256.51	3,763.08	1,732.67

Table 2

SURVEY OF SELECTION OF SUPERINTENDENT OF SCHOOLS
IN NEW YORK STATE
DISTRICT TYPE OF SUCCESSFUL CANDIDATES
SELECTED BY DIFFERENT PROCEDURES
1988

District Type of Successful Candidates (Percent of Total Responses)	Selection Process Used by District				
	Board Review Only	Use of University Placement Service	Use of District Supt.	Use of Private Consultant	Other
Number of Responses	115	19	194	107	66
Independent Districts	60.87	84.21	19.07	88.79	50.00
Dependent Districts	39.13	15.79	80.93	11.21	50.00
Total	100.00	100.00	100.00	100.00	100.00

Table 3

SURVEY OF SELECTION OF SUPERINTENDENT OF SCHOOLS
IN NEW YORK STATE
COMPONENTS OF RECRUITMENT PROCESSES
FOR DIFFERENT PROCEDURES
1988

	Selection Process Used by District				
	Board Review Only	Use of University Placement Service	Use of District Supt.	Use of Private Consultant	Other
Number of Responses	118	19	199	107	70
Number of Candidates					
Median	35.00	72.50	50.00	80.00	40.00
Mean	43.40	76.33	62.22	86.66	48.87
Number of Candidates Interviewed					
Median	4.50	6.00	6.00	6.00	6.00
Mean	5.13	6.05	6.96	7.24	5.97
Number of Rounds of Interviews Conducted					
Median	2.00	2.00	2.00	2.00	2.00
Mean	1.92	2.35	2.31	2.22	2.00
Length of Interview Process (Months)					
Median	2.00	2.00	2.00	3.00	2.50
Mean	2.41	2.39	2.89	3.43	2.83

Table 4

SURVEY OF SELECTION OF SUPERINTENDENT OF SCHOOLS
IN NEW YORK STATE
GREATEST SOURCES OF HELP IN OBTAINING POSITION
FOR SUCCESSFUL CANDIDATES
SELECTED BY DIFFERENT PROCEDURES
1988

Greatest Sources of Help in Obtaining Position (Percent of Total Responses)	Selection Process Used by District				
	Board Review Only	Use of University Placement Service	Use of District Supt.	Use of Private Consultant	Other
Number of Responses	118	19	195	105	68
Professional Colleagues	20.34	0.00	12.82	17.14	2.94
Professional Associates	0.00	5.26	0.00	0.00	1.47
Board Members	33.90	10.53	9.23	10.48	14.71
University Consultants	0.00	57.89	0.51	20.95	5.88
District Superintendent	6.78	5.26	51.79	4.76	17.65
Other Consultants	0.85	5.26	0.00	22.86	1.47
Other	38.14	15.79	25.64	23.81	55.88

Table 5

SURVEY OF SELECTION OF SUPERINTENDENT OF SCHOOLS
IN NEW YORK STATE
MOST SIGNIFICANT OBSTACLES IN OBTAINING POSITION
FOR SUCCESSFUL CANDIDATES
SELECTED BY DIFFERENT PROCEDURES
1988

Most Significant Obstacles in Obtaining Position (Percent of Total Responses)	Selection Process Used by District				
	Board Review Only	Use of University Placement Service	Use of District Supt.	Use of Private Consultant	Other
Number of Responses	60	12	109	59	38
Other Administrators	18.33	41.67	19.27	16.95	2.63
Board of Education	15.00	16.67	14.68	27.12	28.95
Members of the Community	5.00	8.33	2.75	1.69	2.63
University Consultants	1.67	0.00	1.83	8.47	0.00
District Superintendents	1.67	8.33	4.59	1.69	5.26
Other Consultants	3.33	0.00	1.83	3.39	2.63
Other	55.00	25.00	55.05	40.68	57.89

Table 6

SURVEY OF SELECTION OF SUPERINTENDENT OF SCHOOLS
IN NEW YORK STATE
AGE DISTRIBUTION OF SUCCESSFUL CANDIDATES
SELECTED BY DIFFERENT PROCEDURES
1988

	Selection Process Used by District				
	Board Review Only	Use of University Placement Service	Use of District Supt.	Use of Private Consultant	Other
Number of Responses	117	19	197	107	69
Respondents Aged 40 Years or Less					
Number	13	1	33	6	8
Percent of Total	11.11	5.26	16.75	5.61	11.59
Respondents Aged 41-50 Years					
Number	51	12	117	52	36
Percent of Total	43.59	63.16	59.39	48.60	52.17
Respondents Aged 51-60 Years					
Number	45	6	46	49	23
Percent of Total	38.46	31.58	23.35	45.79	33.33
Respondents Aged 60 Years or Above					
Number	8	0	1	0	2
Percent of Total	6.84	0.00	0.51	0.00	2.90

Table 7

SURVEY OF SELECTION OF SUPERINTENDENT OF SCHOOLS
IN NEW YORK STATE
SEX DISTRIBUTION OF SUCCESSFUL CANDIDATES
SELECTED BY DIFFERENT PROCEDURES
1988

	Selection Process Used by District				
	Board Review Only	Use of University Placement Service	Use of District Supt.	Use of Private Consultant	Other
Male Respondents					
Number	114	18	182	105	65
Percent of Total	96.60	94.70	92.40	98.10	94.20
Female Respondents					
Number	4	1	15	2	4
Percent of Total	3.40	5.30	7.60	1.90	5.80

Table 8

SURVEY OF SELECTION OF SUPERINTENDENT OF SCHOOLS
IN NEW YORK STATE
PROFESSIONAL EDUCATION OF SUCCESSFUL CANDIDATES
SELECTED BY DIFFERENT PROCEDURES
1988

	Selection Process Used by District				
	Board Review Only	Use of University Placement Service	Use of District Supt.	Use of Private Consultant	Other
Number of Responses	118	19	197	106	69
Highest Academic Degree (Percent of Total)					
Bachelors (n = 2)	0.85	0.00	0.00	0.00	1.45
Masters (n = 207)	50.00	15.79	45.69	26.42	39.13
Certificate of Advanced Studies (n = 72)	11.02	15.79	16.75	4.72	26.09
Ed.D. (n = 154)	26.27	47.37	22.34	51.89	21.74
Ph.D. (n = 64)	10.17	21.05	12.18	16.98	8.70
Other (n = 10)	1.69	0.00	3.05	0.00	2.90
Year of Highest Degree					
Median	1974	1973	1975	1973	1974
Mean	1971	1972	1975	1973	1972

Table 9

SURVEY OF SELECTION OF SUPERINTENDENT OF SCHOOLS
IN NEW YORK STATE
YEARS OF EXPERIENCE OF SUCCESSFUL CANDIDATES
SELECTED BY DIFFERENT PROCEDURES
1988

	Selection Process Used by District				
	Board Review Only	Use of University Placement Service	Use of District Supt.	Use of Private Consultant	Other
Number of Responses	118	19	199	107	70
Total Years in Professional Education					
Median	27.00	25.00	22.00	26.00	25.00
Mean	26.57	25.26	23.08	26.34	24.54
Experience in Superintendency					
Median	8.00	15.00	6.00	10.00	7.50
Mean	9.26	12.47	7.05	10.57	8.83
Experience in Present Superintendency					
Median	6.00	6.00	3.00	4.50	5.00
Mean	7.81	6.79	4.72	5.75	6.03

Table 10

SURVEY OF SELECTION OF SUPERINTENDENT OF SCHOOLS
IN NEW YORK STATE
REASONS FOR BECOMING SUPERINTENDENT OF SUCCESSFUL CANDIDATES
SELECTED BY DIFFERENT PROCEDURES
1988

	Selection Process Used by District				
	Board Review Only	Use of University Placement Service	Use of District Supt.	Use of Private Consultant	Other
Number of Responses	117	19	197	107	69
Reasons for Becoming Superintendent (Percent of Total)					
Dedication to Education	80.34	63.16	84.77	77.57	81.16
Leadership Role	95.73	94.74	94.92	99.07	92.75
Interest in Management	65.81	68.42	73.10	62.62	75.36
Enjoyment of Work with People	64.10	57.89	79.70	71.03	69.57
Salary Attractive	51.28	47.37	56.35	56.07	57.97
Fringe Benefits Attractive	19.66	21.05	22.84	24.30	20.29
Other	10.26	10.53	10.66	8.41	17.39

Table 11

SURVEY OF SELECTION OF SUPERINTENDENT OF SCHOOLS
IN NEW YORK STATE
FUTURE PLANS OF SUCCESSFUL CANDIDATES
SELECTED BY DIFFERENT PROCEDURES
1988

	Selection Process Used by District				
	Board Review Only	Use of University Placement Service	Use of District Supt.	Use of Private Consultant	Other
Respondents Considering a Job Change in Next Three Years					
Number	36	12	87	36	34
Percent of Total	31.86	66.67	45.55	33.96	50.75
Respondents Considering Retirement in Next Five Years					
Number	50	4	48	35	24
Percent of Total	43.10	21.05	24.37	33.65	35.29

Table 12

SURVEY OF SELECTION OF SUPERINTENDENT OF SCHOOLS
IN NEW YORK STATE
SELECTION PROCESS PREFERRED BY DISTRICTS
USING DIFFERENT PROCEDURES
1988

Selection Process Preferred by District (Percent of Total)	Selection Process Used by District				
	Board Review Only	Use of University Placement Service	Use of District Supt.	Use of Private Consultant	Other
Number of Responses	116	19	197	108	69
Board of Education Should Do Own Search	41.38	5.26	10.66	13.89	15.94
University Placement Service Should Be Used	2.59	31.58	2.03	3.70	0.00
District Superintendent Should Be Used	19.83	10.53	55.84	11.11	23.19
Private Consultant Should Be Used	9.48	21.05	8.12	50.00	11.59
Other Mechanisms Should Be Used	26.72	31.58	23.35	21.30	49.28
Total	100.00	100.00	100.00	100.00	100.00